



Social Inclusion and Access to Basic Services of Third-Country Nationals (AccessIN)

AccessIN Policy Survey Codebook: Education *AccessIN Deliverable D2.1 (Work Package 2)*



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Policy Area 2: EDUCATION

Short description: This codebook aims to capture the conditions under which third-country nationals (TCNs) can access **public education** in your country. We primarily focus on the conditions and procedures for accessing **compulsory (primary and secondary) and higher education** in the country in general, although some questions also enquire about additional schemes available in specific cities (two per country).

As described in the *General Coding Guidelines*, before you start coding, please remember that:

- We recommend using the comparative reports of Eurydice [here](#) and [here](#), other related links and documents available [on this page](#), as well as [MIPEX data](#) as a departing point.
- In answering the questions below, please refer only to the policies/regulations that are in place at the time of coding, unless otherwise specified (e.g. for questions on recent policy developments over the past 10 years, the COVID-19 pandemic, or the war in Ukraine).
- The survey aims to capture the conditions of access to education for different categories of third-country nationals, including: single permit holders authorized to work in the EU, seasonal workers, individuals with refugee status or subsidiary protection, family members of TCNs, and long-term residence permit holders. Any other group of TCNs (tourists, individuals with short stays up to 90 days, students and researchers, family members of EU citizens, unaccompanied minors, civil servants posted abroad, undocumented migrants, etc.) are NOT covered in this study and should therefore not be considered for the purposes of the data collection.
- When asking about specific schemes/programs to ensure the access of TCNs to specific services, please note that we refer specifically to programs/schemes adopted by public authorities (our survey hence does NOT cover services provided by non-governmental actors).
- The survey is divided into several sections. Section A includes general questions on the legal framework regulating access to education in your country. You will then be asked specific questions on the conditions that TCNs must meet to access compulsory and higher public education (Section B). Finally, Section C will ask about your assessment of the strengths/weaknesses of the current policy framework regulating TCNs' access to this area and the main public authorities and civil society organisations that could offer assistance to TCNs in this matter.

Section A. General questions regarding the legal framework and basic principles in the area of education

Q1: Please specify the country you are coding.

Answer:

Q2: Please specify the most relevant pieces of legislation regulating access to compulsory and higher education in your country.

Please include the full name and the date of the laws/regulations in English and the national language(s).

Answer:

Q3: Please specify which institutions/authorities (national, regional, local) have the main competences for regulating access to compulsory and higher education in your country.

Please mention who has the main responsibility in this area (if it is a shared responsibility, please specify it as such).

Answer:

Section B. Questions regarding the access of third-country nationals to education

Section B.1 Questions on access to education IN THE COUNTRY IN GENERAL (please note that the questions on specific schemes applicable in particular cities are included in Section B.2 below)

Q4: Please describe the conditions and procedure under which TCNs can access compulsory education (primary and secondary) in your country.

Please mention any conditions that may be of relevance for enrolling in compulsory education (e.g., documents and procedure required, initial assessment of language and/or prior learning for the recently arrived and the existence of preparatory classes, decision on school placements and measures to counter segregation, etc.). If different conditions/procedures apply for different categories of TCNs from the ones covered in this study (single permit holders authorized to work, seasonal workers, individuals with refugee status or subsidiary protection, family members of TCNs, and long-term residence permit holders), please distinguish between the conditions applied for each category.

Answer:

Q5: Apart from preparatory classes for the recently arrived (when applicable), are there any other initiatives/measures in your country to provide targeted language and/or learning support for recently arrived TCN pupils in compulsory education (primary and secondary)?

If several initiatives/measures exist in the country, please briefly describe here the ones that you consider most relevant. If such schemes exist for specific categories of TCNs from the ones covered in this study, please specify it as such, while also briefly describing such schemes.

Answer:

Q6: Do public authorities in your country provide dedicated funding/budget to schools in view of ensuring a better inclusion of TCNs pupils in compulsory education (primary or secondary)?

If several funding schemes exist in the country, please briefly describe here the ones that you consider most relevant. If such schemes exist for specific categories of TCNs from the ones covered in this study, please specify it as such, while also briefly describing such schemes.

Answer:

Q7: Are there any targeted programs/schemes in your country specifically designed to support TCNs' access to higher education (grants/scholarships, mentoring schemes, information campaigns, personalised guidance, etc.)?

If several programs/schemes exist in the country, please briefly describe here the ones that you consider most relevant. If such schemes exist for specific categories of TCNs from the ones covered in this study, please specify it as such, while also briefly describing such schemes.

Answer:

Q8: Are there any targeted programs/schemes in your country specifically designed to provide guidance on the educational system (compulsory or higher education) to TCN pupils and/or parents (advice on educational choices, orientation centres or dedicated contact persons, etc.)?

If several programs/schemes exist in the country, please briefly describe here the ones that you consider most relevant. If such schemes exist for specific categories of TCNs from the ones covered in this study, please specify it as such, while also briefly describing such schemes.

Answer:

Q9: Are there any targeted programs/schemes in your country specifically designed to address potential risks of lower achievement and/or early leaving rates among TCNs in compulsory or higher education?

If several programs/schemes exist in the country, please briefly describe here the ones that you consider most relevant. If such schemes exist for specific categories of TCNs from the ones covered in this study, please specify it as such, while also briefly describing such schemes.

Answer:

Q10: Are there any targeted programs/initiatives in your country specifically designed to promote the mental, emotional and/or physical wellbeing of TCN pupils enrolled in compulsory or higher education?

If several programs exist in the country, please briefly describe here the ones that you consider most relevant. If such schemes exist for specific categories of TCNs from the ones covered in this study, please specify it as such, while also briefly describing such schemes.

Answer:

Q11: Are there any targeted programs/schemes in your country specifically designed to support teachers' preparedness to work in culturally diverse classrooms in compulsory or higher education (e.g. training schemes in intercultural education, teaching assistance with intercultural mediators, etc.)?

If several programs/schemes exist in the country, please briefly describe here the ones that you consider most relevant.

Answer:

Q12: Are there any targeted programs/schemes in your country specifically designed to support the inclusion of TCNs into the teacher workforce in compulsory or higher education?

If several programs/schemes exist in the country, please briefly describe here the ones that you consider most relevant. If such schemes exist for specific categories of TCNs from the ones covered in this study, please specify it as such, while also briefly describing such schemes.

Answer:

Q13: Do public authorities in your country provide targeted support/assistance to TCNs wishing to obtain the recognition of their foreign qualifications?

If several types of support exist in the country, please briefly describe here the ones that you consider most relevant. If such types of support exist for specific categories of TCNs from the ones covered in this study, please specify it as such, while also briefly describing such schemes.

Answer:

Q14: During the COVID-19 pandemic, have there been any targeted initiatives specifically designed for TCNs enrolled in compulsory or higher education in your country?

If several initiatives were implemented at the national level, please briefly describe here the ones that you consider most relevant, while specifying their duration, which authorities initiated them, and whom did they targeted. If such initiatives focused only on specific categories of TCNs from the ones covered in this study, please specify it as such, while also briefly describing such schemes.

Answer:

Q15: Since Russia's invasion of Ukraine, have there been any targeted initiatives in your country specifically designed to ensure the access of Ukrainians fleeing the war to compulsory or higher education?

If several initiatives were implemented at the national level, please briefly describe here the ones that you consider most relevant.

Answer:

Q16: Over the past 10 years, have there been any important policy developments at the national level aiming to either facilitate or restrict the access of TCNs to compulsory or higher education?

Please mention any policy development that you did not already code in the questions above. If several policy developments were implemented at the national level over the past 10 years, please briefly describe here the ones that you consider most relevant. If such policy developments focused only on specific categories of TCNs from the ones covered in this study, please specify it as such, while also briefly describing them.

Answer:

Section B.2 Questions on access to education IN SPECIFIC CITIES (see Appendix 1 with the specific cities to be coded for each country).

Q17: In addition to the policies/programs/initiatives implemented in the country in general that you coded in Section B.1 above, are there any other additional initiatives to ensure the access of TCNs to compulsory or higher education in any of the 2 specific cities identified in your country? If these are policies/programs/initiatives that were adopted by the subnational entity (region/province/community...) in which these cities are located, please make sure to include them here.

If several additional initiatives exist in any of the 2 selected cities, please briefly describe here the ones that you consider most relevant for each city. If such initiatives focus only on specific categories of TCNs from the ones covered in this study, please specify it as such, while also briefly describing such schemes adopted at the city level. If any specific city-level initiatives were adopted during the COVID-19 pandemic or for Ukrainians fleeing the war, please also briefly mention them here.

Answer:

Q18: Over the past 10 years, have there been any important policy developments in any of the 2 selected cities aiming to either facilitate or restrict the access of TCNs to compulsory or higher education?

Please mention here only policy developments specifically designed at the city level. If several policy developments were implemented over the past 10 years in any of the 2 selected cities, please briefly describe here the ones that you consider most relevant for each city. If such policy developments focused only on specific categories of TCNs from the ones covered in this study, please specify it as such, while also briefly describing them.

Answer:

Section C. General questions regarding your assessment of the policy framework and the institutions/organizations that can assist TCNs in this area

Q19: In your expert opinion, which are the main strengths and weaknesses of the current policy framework described above that regulates TCNs' access to public education?

Please reflect on the situation in your country in general and, if relevant, also in the 2 selected cities coded above.

Answer:

Q20: Are there any good practices for facilitating TCNs' access to education in your country in general and/or in the two selected cities coded above that you would like to emphasize and which may be shared in the future in other contexts across the EU?

Please provide examples of any relevant good practices that you have identified in your country and/or in the two selected cities coded above.

Answer:

Q21: What kind of measures would you recommend to address existing gaps and challenges in TCNs' access to education in your country?

Please reflect on possible remedies (potential legal/policy reforms, funding, preparedness/adequateness of institutions, etc.) to the gaps that currently exist in this area in your country in general and, if relevant, also in the 2 selected cities coded above.

Answer:

Q22: Please list here the main public institutions that can assist TCNs in the educational area in the country in general and in the two selected cities coded above.

Please provide the names of such institutions in English and in the national language(s), while also adding the link to their respective website(s).

Answer:

Q23: Please list here the main civil society organisations that can assist TCNs in the educational area in the country in general and in the two selected cities coded above.

Please provide the names of such institutions in English and in the national language(s), while also adding the link to their respective website(s).

Answer:
